

**Core Question 3: Is the organization effective and well run?**

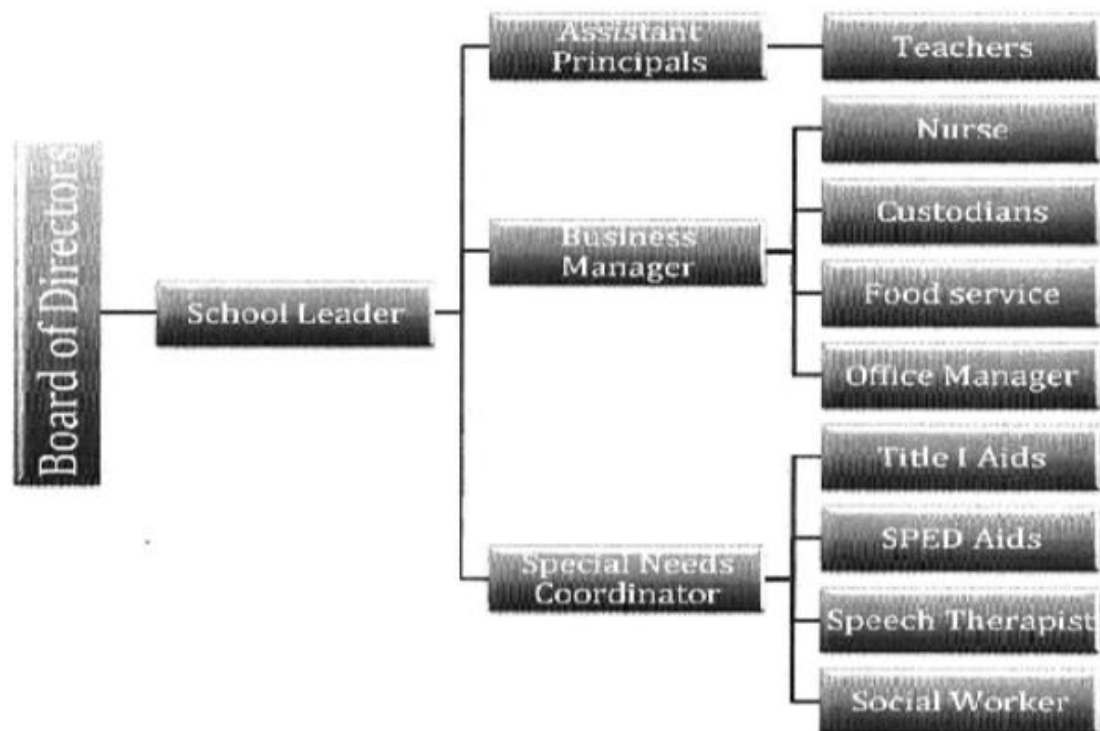
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The founding Principal of Enlace Academy (Enlace) has over a decade of education experience. He taught at the elementary, middle, and high school levels before completing school leadership training through the KIPP Miles Family Fellowship and Fisher Fellowship and joining Enlace. The school leadership team, including the Assistant Principals, demonstrated sufficient academic and operational expertise and remained stable over the course of the year.

The Principal consistently communicated with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community partners, and families. For example, the principal developed a partnership with IUPUI to house student teachers and, in turn, create a talent pipeline into Enlace Academy. Additionally, in the 2016-17 school year, the principal will begin sharing the building space with an education program that supports newly immigrated students. Thus far, the building leaders have been able to collaborate and share the space using each other as resources to support the unique population of the west side. Further, the school leader continued to cultivate relationships with other charter school leaders as he participated in both formal and informal meetings with other charter school leaders implementing a blended learning model, STEM model, and supporting English Language Learners at their schools. He provided a Principal's Report at every board meeting that included updates on school events and student performance data. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

#### Organizational Chart



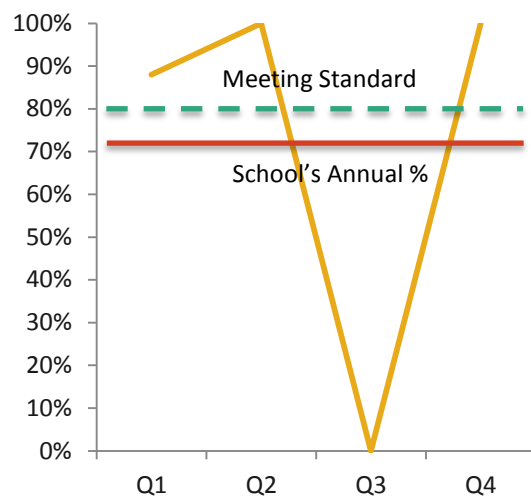
The Principal and Assistant Principals worked closely in collecting and analyzing school data to inform day-to-day decisions. In collaboration with a special education consultant, they structured additional learning supports for students with special needs and English Language Learners and continued to explore strategies, including the implementation of STEM based curriculum. While the school utilized a variety of strategies to address these areas of concern, it remains to be seen whether these strategies resulted in improved student achievement.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a **Meets Standard** for this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	ES	AS	AS				
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, the school struggled with the timely submission of compliance documents to the Mayor's Office (OEI) in the third quarter, which includes documents such as employee spreadsheets, board meeting minutes, and quarterly reports. The school's overall on-time submission rate for academic and governance documents was 71%.

Despite difficulties with compliance reporting in quarter three, Enlace maintained compliance with all material sections of its charter. The Principal was consistently engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. However, due to challenges in submitting compliance documentation in a timely manner, Enlace Academy

**On-Time Compliance Reporting Percentage (3.2a)**


receives a rating of **Approaching Standard** for compliance obligations.

<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The founding board of Enlace is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in finance, K-12 and higher education, business, law, healthcare, and community outreach. The school started the year with 6 members and by year end had expanded to 8 members to include members with experience in higher education.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission to provide a classical education through blended learning and character education. The board provided the Principal a high level of autonomy, allowing him to use his expertise to make decisions that would directly impact the school and students. The board focused the vast majority of its meetings discussing finances and operations as well as intentional school academic updates. The board was particularly interested in how data compared to the previous year and possible implications of the trends. The board met monthly and regularly met quorum, with the majority of directors regularly in attendance. All directors were highly engaged in meetings and offered expertise and support where appropriate.

#### Skill Sets Represented on Board

Education



Business



Finance



Legal



Community



Healthcare



#### Board Overview

**Enlace Academy, Inc. holds the charter for Enlace Academy.**

**8**  
Members

**majority**  
# Required for Quorum

**The Enlace board meets monthly.**

**This is the first school for Enlace Academy, Inc. It currently does not contract out with any Charter Management Organizations or Education Service Providers.**

The Board Chair and Principal maintained consistent communication with one another and the Principal maintained regular communication with the Mayor's Office (OEI). They provided OEI with up to date and transparent information regarding student enrollment, budget and staffing changes, student performance, and network expansion plans. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. When conflicts of interest occurred, they were handled transparently and appropriately.

Due to the consistent leadership and stewardship of the board of directors, Enlace receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	MS	MS				
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

During the 2015-2016 school year, the Enlace board held monthly meetings at which the Principal provided updated reports on school performance. Between meetings, the Board Chair maintained frequent contact with the Principal. The board utilized a formal evaluation tool by which to hold the school leader accountable during the 2015-16 school year. In addition to completing a formal evaluation at the end of the year, the board provided informal, formative feedback throughout the year. While the board is actively engaged in discussion how it can best support the school, the board has yet to adopt a mechanism by which to formally evaluate that of its own performance.

In all observed meetings and interactions, the board and the Principal appeared to have a positive and collaborative working relationship. Meetings and communications were respectful and supportive, indicating a shared commitment to the school's mission. For these reasons, Enlace receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.5 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-2016, Enlace's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Enlace's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school Meets Standard for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
<b>Indicator Targets</b>	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.					
<b>3.6 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	NA	AS	ES				
<b>School-Specific Goals</b>	Sub-indicators						Rating
	Each year, 60% or more of Enlace families will attend multiple school events.						ES
	The school will retain 80% of teachers who are rated effective and accept their offer to return to Enlace Academy.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2015-2016, Enlace Academy set its first goal around the number of families who attended multiple school events. The school reports that 80% of families attended multiple school events during the 15-16 school year, earning an Exceeds Standard on the school's first goal.

Enlace Academy set its second goal around the retention of effective teachers as measured by the school's evaluation system. The school reports that 95% of the effective teachers from the 2015-2016 school year who were extended an offer returned for the 2016-2017 school year, earning an Exceeds Standard on the school's second goal.

Overall, Enlace Academy received an Exceeds Standard on the OEI performance framework for this indicator.